



Discussion Packet

Film Discussion Guidelines

The most important thing about class discussion is to involve the class as much as possible. Some ways to do this:

- Break the class up into small discussion groups of about 5 students to talk about questions you ask.
- Write the questions you want students to discuss on the board and make sure they know what you want them to do.
- Have students stand when they talk. This makes it easier to hear them in the back of the room.

Activities for Film Discussions

You can use any or none of these ideas; it's up to you:

1. Warm up: it's been a week since they've seen the movie so many SS will have forgotten key parts. I've found that one good way to jog their memories and get the juices flowing again is to call on random SS and ask them to tell one thing that happened in the movie. T writes it on the board. When you have enough items (maybe 10-15) and made sure they didn't leave out or forget something you really want to discuss, ask them to put the events in chronological order.
2. Collect questions from students in your class and put the questions into categories:
 - Scenes or things that happened in the movie that they did not understand or would like to know more about.
 - Slang and idiomatic expressions that they don't know. You should collect these questions before the class so you have time to research them.
 - Discussion questions they would like to talk about, i.e., the last question on the post-viewing homework. One good way to do this is to pass out a sheet of paper to each group and have them write at least one student-written discussion question from their post-viewing homework to discuss with the class.

Combine similar questions and then plan for some time during your class to discuss questions in each category.

3. Write up a summary of the movie plot and then print a copy for each group. Cut the copies into strips, one paragraph or sentence on each strip. Mix up the strips and give them to the groups. The groups have to put the strips in the right order.
4. Have students imagine what happened to the characters 5-10 years after the movie was over.

5. Have students write their own questions about the movie then ask them to the class.
6. For the last activity, ask every student in the class to rate the film in stars, 5 stars being great, 4 good, etc. and tell why they think so. Tally the number of stars on the board using English-type tally marks (ⅢⅢⅢⅢⅢ).

Movie Transcript

You can find a transcript of *Bridge to Terabithia* at:

http://www.script-o-rama.com/movie_scripts/b/bridge-to-terabithia-script.transcript.html

You can find more expressions used in *The Bridge to Terabithia* as well as some short clips and scripts at http://www.chinadaily.com.cn/language_tips/auvideo/2010-03/12/content_9580779.htm

Topics for Class Discussion

1. Why do Jess and Leslie depend on each other?
2. Why do Jess and Leslie create Terabithia? What does Terabithia represent for them?
3. Why do they work to keep it only to themselves?
4. How might you respond to the same events in your life?
5. How does Miss Edmunds respond to Jess's art? Why is that important to him?
6. What did Leslie's friendship teach Jess?
7. Why does Jess throw Leslie's present into the water? How does he feel about her dying?
8. How do you think Jess will live his life differently because of his friendship with Leslie? What do you think Jess will do with his life?
9. How is drawing an escape for Jess?
10. How does reality blend into imagination throughout *Bridge to Terabithia*?
11. Have you ever created an imaginary place, person, or animal? Why did you do this? How did it make you feel?
12. Why do you think it's typically more difficult for adults to use their imagination than it is for children?
13. Describe an activity that requires imagination (i.e., watching the clouds go by and wondering aloud about what you see).
14. Why does Jess eventually invite May Belle into his private world of Terabithia?
15. Why do you think creating imaginary friends or places helps people cope with difficult situations?
16. Describe the various emotions that Jess experiences after learning of Leslie's death.
17. Can you think of someone in your family or community who left a positive legacy after he/she died? How can someone "live on" and affect others even after they have died?
18. In the story Jess is filled with guilt for Leslie's death. He purposely does not invite her to the museum with Ms. Edmunds. Leslie ends up dying that

- morning on her way to Terabithia. Do you think Jess should feel guilty? Why or why not?
19. Why do Leslie's classmates make fun of her when they find out she doesn't have a television set? Why do some people have a hard time accepting other people's differences?
 20. What are some of the major differences between Jess's and Leslie's families?
 21. Do you think Jess and Leslie are right or wrong to write a letter to Janice Avery and pretend it is from Willard Hughes? What would you have done, if anything, to get back at Janice for the trouble she caused you and others?
 22. How does helping to paint Leslie's house help Jess feel better about himself?
 23. Why do you think it's so important to Jess and Leslie that Terabithia be kept secret?
 24. Do you think it's wrong for Jess to be glad to be alone with Miss Edmunds? Do you think he should have thought of asking if Leslie could come with them when she had called? Why or why not?
 25. Why does Jess throw the paints and paper Leslie gave him into the stream?
 26. Jess wonders if Terabithia is still Terabithia after Leslie's death. What do you think?
 27. How does Mrs. Myers (Jess and Leslie's teacher) surprise Jess after Leslie's death? Did she surprise you?
 28. What do Jess and Leslie give to each other in their friendship?
 29. Why is Terabithia so important to Jess and Leslie?
 30. What do you think is the most important theme in *Bridge to Terabithia*?
 31. What did Jess and Leslie give to each other in their friendship?
 32. What do you have to offer as a friend?
 33. Why is it important to accept our own differences and those of others?
 34. How does Jess Aarons grow during the course of the movie?
 35. If someone as different as Leslie Burke moved to your school, how would you treat her? Why?
 36. Have you ever known anyone like Leslie? What might it be like to have a friend like Leslie?
 37. In what ways is Leslie different from the other students at Lark Creek School?
 38. How do the other students treat her?

39. Do you think that a teacher like Miss Edmunds could exist in real life? Why or why not?
40. How do Jess and Leslie become friends? What interests and feelings regarding other people do they share?
41. How did you respond to the ending of *Bridge to Terabithia*? What other endings might the story have had?
42. What does Jess do after the Burkes move away? Why do you think he does this?
43. Consider the movie's title. What do you think the bridge might symbolize, or stand for?
44. By the end of the movie, Jess has changed in important ways and has learned a great deal about himself and others. What lessons does Jess learn? From whom? What strengths does he discover in himself and in others? What new beliefs and values does he develop? Which experiences are especially valuable to him?
45. Terabithia is a place where Jess and Leslie can escape from everyday cares and pressures and indulge in the life of the imagination. Can dreaming and imagining be productive activities, or are they just a waste of time?
46. Look into the future and imagine that Jess is now an adult, say about 30 years old. What is he doing for work now? What is his life like? How is his life different than it would have been without his friendship with Leslie?
47. What about bullying in China? Did you have bullies in your school? How did they bully other students?